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ABSTRACT

Designed for teachers of students in grades 4-8, this program provides specific, easy-to-do activities for use with volunteers, parents, and students. Following a brief introduction explaining program procedures, the document is organized into four chapters. Chapter 1 focuses on jobs, including ways to do a job well, find useful jobs in school and at home, and learn about jobs others do. Chapter 2 deals with money and teaches students to compare prices, budget for daily costs, and stay within a budget for a special event. Chapter 3 presents health and safety information and suggests ways to learn about school and home safety, escape in case of fire, and keep health records. The final chapter, on friends, discusses ways of being friendly, babysitting for younger children, and ways in which citizens can help each other. Each topic includes teacher directions for using volunteers to teach activities to students, volunteer directions for teaching basic skills in informal ways to students, parent and student directions for extending classroom learning activities through "home learning recipes," and two volunteer and parent communication checklists. In addition, information is given on suggested time allotments, activity sites, purposes, tips for teaching, suggested materials, things to do together, activity evaluation, and activity follow-up. (LH)

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SENIOR STRATEGIES: THE STEP PROGRAM

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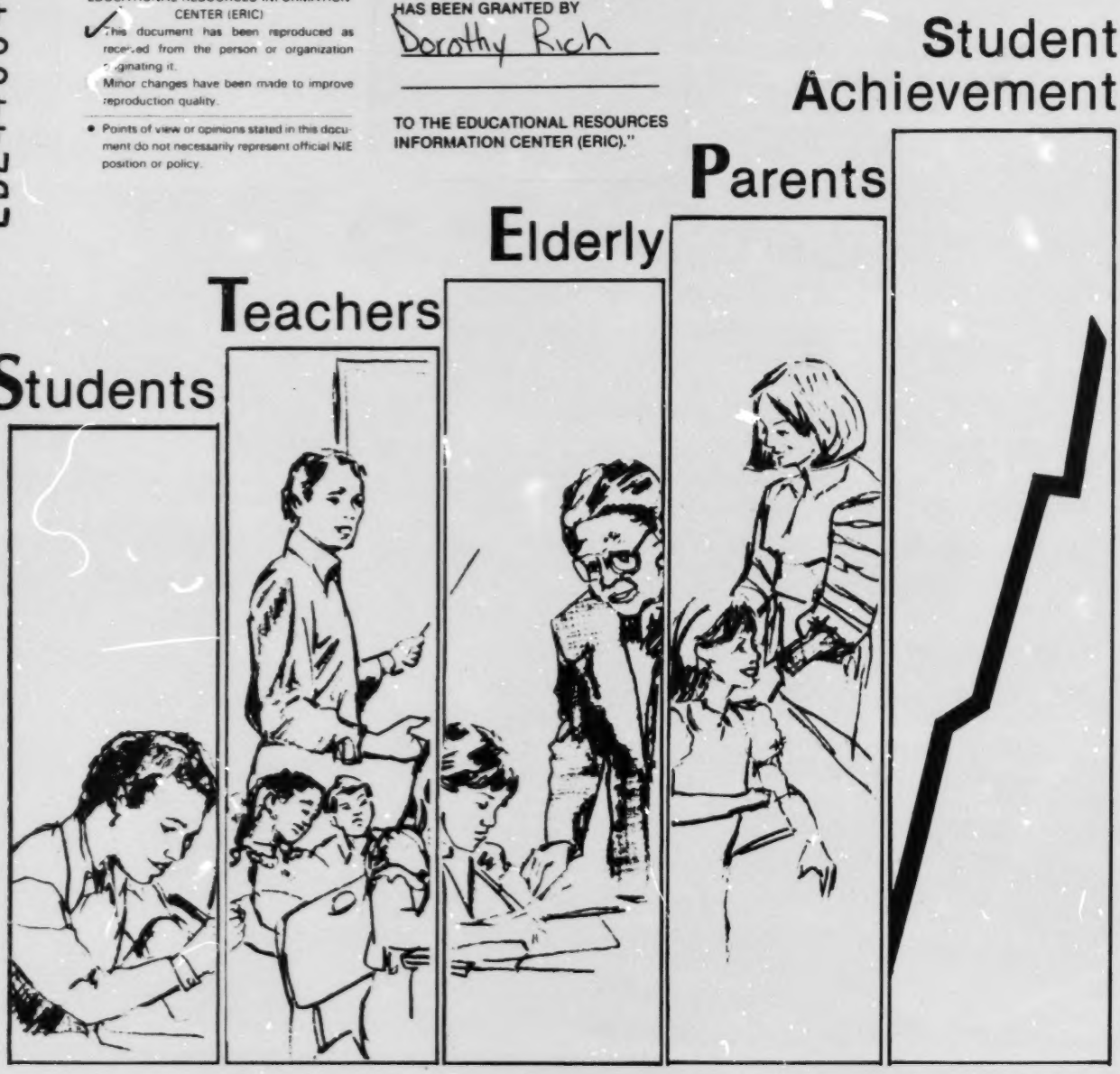


SP 015 684

Easy, systematic activities for teachers, volunteers, and families about

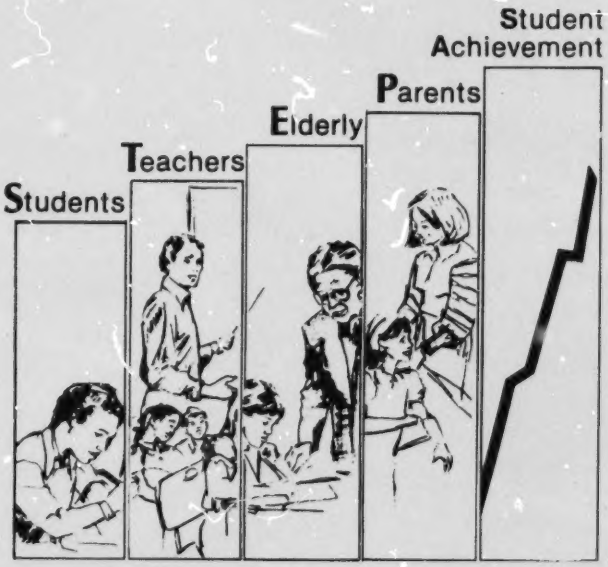
MONEY, JOBS, HEALTH, FRIENDS

2

The Home and School Institute

SENIOR STRATEGIES: The STEP Program

Teaching and Learning Across the Generations



Dedicated to seniors who share themselves with their community and to juniors who are smart enough to learn from their elders

Home and School Institute

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TEACHERS:

WELCOME TO THE STEP PROGRAM!

The STEP Program is designed for teachers, in the challenging 4th through 8th grades, who need extra hands in the classroom and who want a tested, volunteer program that does not take extra time to manage.

Teachers, ask yourselves:

* Can I use extra help in the classroom to work with students who need special attention?
* Can I use a simple-to-do program of activities that takes next-to-no time? Can I use a program that complements the work of the school at the same time it builds basic skills achievement without duplicating classroom work?
* Can I see the advantage of having senior citizens work as regular volunteers in my classroom and as connecting links to students' homes?
* Do I need friends in the community who can speak for me and reach families who might not otherwise be reached?

If any of the above apply, the STEP Program is for you. It has been designed and developed to do all of these jobs. It brings help to busy teachers. In the STEP Program, specific, easy-to-do activities are spelled out for use with volunteers, parents and students. Teachers have only to follow a few clear directions to put this program into action.

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VOLUNTEERS:

WELCOME TO THE STEP PROGRAM!

YOU ARE NEEDED--

Our nation is faced today with one of its most serious problems.

The National Commission on Excellence in Education described the problem in this way:

Each generation of Americans has outstripped its parents in education, in literacy and in economic attainments. For the first time in the history of our country, the educational skills of one generation may not surpass--may not equal--those of their parents. One of the fondest assumptions of American life--progress from one generation to the next--could well be shattered.

This is predicted to happen, unless our teachers and our students receive help, and you are a key person to provide this help.

Education today is more complex than ever before. To do the job requires more hands, hearts and minds working in partnership with teachers and families.

This program provides you with specific, practical ways to help teachers, their students and their families. You work with students in the classroom and as a "connector" to their homes.

ASK YOURSELF

* Do I have some time to share with students to help them grow and develop?
* How can I give others the benefit of my experience at home or in the job world?

Through the STEP Program you will know you are needed. YOU WILL--

* Be working in partnership with a teachers of students in 4th through 8th grades.
* Be a friend to youngsters who need a friend, who need your special attention.
* Be a link between the school and your youngsters' families. The home is the critical determiner of children's achievement and motivation--you will learn how to help families using tested basic skills activities provided for you in this program.

The activities in the STEP Program are those you know how to do. They are practical, real-life skills that youngsters need to learn.

Don't worry that you don't know how to teach. This program takes you through the activities step-by-step. Hundreds of volunteers have tested these activities. They know it works. It will work for you!

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PARENTS:

WELCOME TO THE STEP PROGRAM!

The STEP Program is designed to help students in grades 4 through 8. The program connects home and school through a series of tested learning activities. These activities add to what your child is already learning in school.

As a parent, ask yourself:

* Would I like to have my child learn more?
* Would I like the school to give me activities that can be done at home to help my child?
* Would I like my child to have a special friend in the classroom, a senior volunteer who works directly with my child each week?

If any of these apply to you, then the STEP Program is for you. A senior volunteer will work with your child and your child's teacher in the classroom. This volunteer will also contact you at home to tell you how your child has done on activities in school and to give you home activities to further your child's education.

It will be up to you to do these activities with your child.

Research has shown that the home is very important to children's achievement. The activities in the STEP Program have been designed and tested in schools and homes across the country. They help your child apply what is learned in school to life at home and in your community. This does not cost extra money. The activities are done during your daily schedule. They will help you help your child become more successful.

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DIRECTIONS FOR USING THE STEP PROGRAM

Teachers/Leaders: Select the activities (learning recipes) to be used by volunteers with your students.

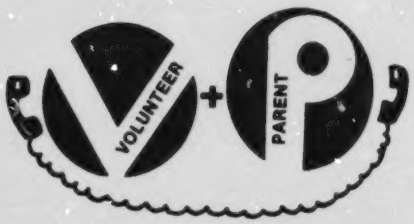
Each of the twelve activities provides a complete set of directions and forms for volunteers and parents.

TEACHER DIRECTIONS TO VOLUNTEER: This provides specific directions for using the volunteer and for additional classroom ideas to extend the learning in this activity.

VOLUNTEER DIRECTIONS WITH STUDENT: The volunteer uses this activity to teach basic skills in an informal way in school. Volunteers and students, on a one-to-one or small group basis, work together on projects.

PARENT AND STUDENT DIRECTIONS: The volunteer gives this home learning "recipe" to the student to take home. It provides directions to parents on how to teach an activity at home that extends the work of the school activity. It does not duplicate the work of the school.

VOLUNTEER AND PARENT COMMUNICATION #1: The volunteer uses this form in making an initial phone call to describe the STEP program to parents.



VOLUNTEER AND PARENT COMMUNICATION #2: The volunteer uses this form in a second phone call home to obtain information about how the learning activity has been used.

IMPORTANT: Make a copy of each Student & Parent Home Learning "Recipe" before sending it home. These are the pages with the scissors pictured on them. Send the copy home with the student.

In this way, the volunteer keeps this book, with all its parts, complete.

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JOBS

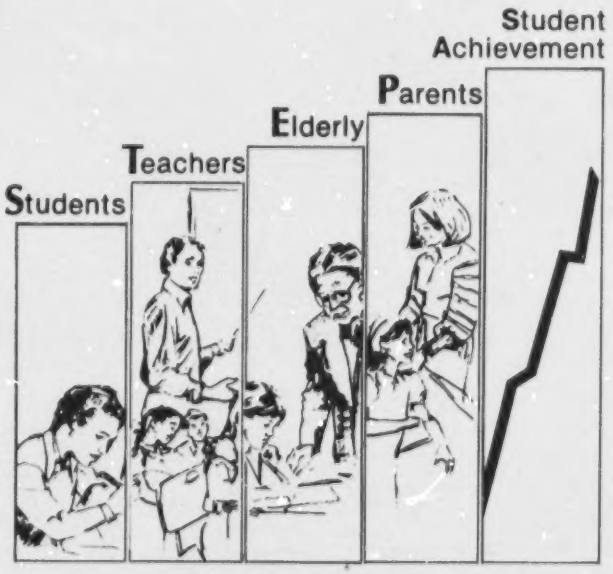
SUBJECT: This section is about JOBS.

PURPOSE: To teach students about jobs while improving reading skills.

1. How to do a job well
   (START, DO AND FINISH)

2. How to find useful jobs in school and at home
   (LEND A HAND)

3. How to learn about jobs that others do
   (WORK IN THE WORLD)



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TIME: 20 Minutes **PLACE:** School

JOBS: START, DO, AND FINISH

How to do a job well

Purpose

Volunteer reads with students and shows them how to begin and complete a job.

Give Volunteer

1. Student's home phone number
2. Space to work
3. Materials: pens, pencils, paper
4. A brief written description of a teacher's job (sample below can be used). Be sure the description is written in START, DO, AND FINISH steps.

   Example: ORDERING CLASSROOM SUPPLIES

   START -- Decide on classroom supplies that are needed. Look through order catalogs to see what is available. Price items to find best buy.

   DO -- Obtain order forms from school office. Fill out forms.

   FINISH -- Turn in forms to office.
5. List five jobs the student can do in the class.

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked:

1. Was there good contact with parent?
2. Were all parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on parent comments and student needs.

MORE IDEAS FOR THE CLASSROOM

FOR PARENT CONFERENCES

Discuss ways to help a student organize a place at home to do homework. Inform parents that materials should be ready before a student begins homework in order to avoid interruptions.

FOR PARENT/STUDENT ACTIVITIES

Send home an assignment. Divide this assignment into: (a) materials needed, and (b) steps to complete--how to START, DO, AND FINISH.

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TIME: 2 Hours

PLACE: School

JOBS: START, DO, AND FINISH

How to do a job well

Purpose

Students read while learning to organize. Students see that each job has several parts.

Teaching Tip

Tell how to organize before beginning a job. Discuss a job and how to begin and complete it.

Example: DOING THE WASH

Have materials ready (soap, clothes, etc.). When using a laundromat, be sure to have enough money in change and something to read while waiting for wash to be done. Sort clothes (darks together, lights and whites together). Wash according to sorted piles. Put in dryer. Take from dryer and fold immediately so clothes do not wrinkle.

Materials

Pencils, paper, wr[illegible]en description of a teacher's job (see Ordering Classroom Supplies).

Do Together

1. Read job description.
2. Choose one job to do from the teacher's list.
3. List what needs to be done. (See example of watering plants below.)
4. Have student read and discuss.
5. Do job according to the outline.

Example: WATERING THE PLANTS

START -- Get watering can and paper towels in case water is spilled.

DO -- Fill can and water all the plants.
Wipe up water that may spill. Pick off any dead leaves.

FINISH -- Throw out dead leaves and wet paper towels.
Put watering can away.

Did It Work?

Discuss with student:
Were the materials gathered before starting the job?
How was the time organized?

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TIME:_____ PLACE:_____

More Ideas to Try in School

Walk around school. Choose a job to be done.
Divide into START, DO, AND FINISH steps.
Write these.

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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TIME: 2 Days, 20 Minutes each day

PLACE: Home

JOBS: START, DO, AND FINISH

How to do a job well

Purpose

Students practice reading and learn responsibility by beginning, doing, and finishing a job.

Teaching Tip

Organize a job so it can be done one step at a time.

Materials:

Pencil and paper

Do Together

Day #1

Walk around the house and find one job a parent usually does and one job a student usually does.
List the materials and steps needed to do each job (starting steps, middle steps, finishing steps).
Read each other's lists.

Day #2

Do the other person's job using the steps listed. If you have further steps or suggestions, write these. Then report what you have learned and how you would do the job differently next time.

Did It Work?

Did you write down what to do?
Did you have all the materials that were needed?
Did you put the materials away after you finished?

Now Try These Ideas (if there is time)

Find a job that the student and a friend can do together.
Divide the tasks.
Discuss how you both would do the job.
What things would do do the same? Differently?
Divide the tasks and do them.
Trade jobs with friends. You do one of their jobs and they do one of yours. Compare what you did that is different from what your friends do.

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

JOBS: START, DO, AND FINISH

How to do a job well

COMMUNICATION HOME #1

TIPS -- Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date_____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity? If so, list below:		
3. Tell the parent what you and the student did in the classroom as part of this learning activity.		
4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on. Date_____ Time_____		

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

JOBS: START, DO, AND FINISH

How to do a job well

COMMUNICATION HOME #2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and their student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT

Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent and student complete the learning activity?		
2. What did the parent and student like most about the activity? List below:		
3. What didn't they like? List below:		
4. Did the parent and student list the jobs to do and the steps in doing them?		
5. Did the student gather all the materials needed?		
6. Did the student do the job according to the steps?		
7. What did the parent and student think would make this activity easier? List below:		
8. What did the parents learn about their student by doing this activity? List below:		

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TIME: 20 Minutes **PLACE:** School

JOBS: LEND A HAND

How to find useful jobs in school and at home

Purpose

Volunteers work on students' reading skills while students learn to do jobs and take more responsibility in school and at home.

Give Volunteer

1. Student's home phone number
2. Space to work
3. Materials: pens, pencils, paper
4. List of jobs student can do in class
5. Written schedule of what teacher does daily

Example: Open classroom, arrange room
Prepare materials for the day
Water plants
Pick up mail and office memos from mail box
Check daily lesson plan
Greet students
Begin first class
Continue classes
Greet parents at conferences after school
Put materials and books away for day/straighten room
At home--correct students' papers, gather materials for tomorrow's lessons

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked:

1. Was there good contact with parent?
2. Were all parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on parent comments and student needs.

MORE IDEAS FOR THE CLASSROOM

FOR PARENT CONFERENCES

Discuss how doing jobs at home help students become more responsible.

FOR PARENT/STUDENT ACTIVITIES

Send home a written list of the student's homework. Have parent and student read the list. They check off each activity as it is done. Parent signs list. Student returns it to school the next day.

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TIME: 2 Hours

PLACE: School

JOBS: LEND A HAND

How to find useful jobs in school and at home

Purpose

Students improve reading skills while doing jobs at school.

Teaching Tip

Have student think of jobs that need doing in the classroom. Discuss these before starting the activity.

Materials

Pencil, paper, list of classroom jobs, teacher's own list of activities.

Do Together

1. Read teacher's list of daily activities.
2. Read list of jobs to do in the class.
   Example: wash blackboard, take books back to library and bring back new ones, straighten book shelves, design a new bulletin board.
3. Have student list jobs to do. (Help with spelling if needed.)
4. Student chooses a job and completes it.

Did It Work?

List what the student liked or did not like about the job. Ask student to read this aloud.

More Ideas to Try in School

Walk around school with students.
Write a new list of jobs student can do.
Example: picking up soda cans, turning in lost items, reporting broken windows.
Have students read this list, choose a job, and do it.

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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TIME: 3 Days, 20 Minutes each day

PLACE: Home

JOBS: LEND A HAND

How to find useful jobs in school and at home

Purpose

This activity helps students read more while learning to do jobs at home.

Teaching Tip

Be sure that all directions are understood.

Materials

Pen or pencil, paper, tasks to be done at home.

Do Together

Day #1

Parent and student make each list of jobs that need doing.
Both read these lists and compare them. What jobs are the same?
What jobs are different?

Day #2

Parent and student each write lists of jobs that they already do at home.
Read these lists to each other.

Day #3

Together make two written lists: (a) jobs that need to be done, and (b) jobs each would like to do.
Parent and student choose jobs to do.
Talk about what needs to be done to complete the job.
List these steps and read them aloud.
Each does the job and marks the list as jobs are done.

Did It Work?

Were you both able to do all the steps?
What would you do the same? What would you change?
Did you understand the directions for doing the job?

Now Try These Ideas (if you have time)

Make a chart of jobs to be done inside or outside the home.
Example: weeding the garden, washing the car, doing the wash, cleaning the refrigerator.
Everyone in the family chooses one job and completes it. Then cross it off the chart.
Write a list of job students can do for others for pay.
Example: babysitting, yard work, washing cars.
Pass this list along to neighbors, friends and relatives.

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

JOBS: LEND A HAND

How to find useful jobs in school and at home

COMMUNICATION HOME #1

TIPS -- Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date_____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity? If so, list below:		
3. Tell the parent what you and the student did in the classroom as part of this learning activity.		
4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on. Date_____ Time_____		

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TIME: 5 Minutes **PLACE:** Home to Home Phone Call

JOBS: LEND A HAND

How to find useful jobs in school and at home

COMMUNICATION HOME #2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and their student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT

Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent and student complete the learning activity?		
2. What did the parent and student like most about the activity? List below:		
3. What didn't they like? List below:		
4. Did the student understand both the written and spoken instructions on how to do the job?		
5. What did the parent learn about the student by doing this activity?		
6. What did the parent and student think would make this learning activity easier? List below:		

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TIME: 20 Minutes **PLACE:** School

JOBS: WORK IN THE WORLD

How to learn about jobs that others do

Purpose

Volunteers improve students' reading by teaching what people do at work and how they learned their jobs.

Give Volunteer

1. Student's home phone number
2. Space to work
3. Materials: pens, pencils, paper
4. Written description of how teaching involves working with people in and out of school.
   Examples: principal, resource teachers, students, parents.
   As a teacher, I work with:
   Students by teaching them,
   Parents by having parent/teacher conferences and going to PTA meetings,
   Principals and resource teachers in faculty meetings.
5. Written description listing the courses needed to become a teacher. (Include the licensing requirements of the state if possible.)
6. Written list of other staff that the volunteer and student can visit in the school.

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked:

1. Was there good contact with parent?
2. Were all parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on parent comments and student needs.

MORE IDEAS FOR THE CLASSROOM

FOR PARENT CONFERENCES

Discuss with the parent how to show children reading and writing skills used in the parent's job.

FOR PARENT/STUDENT ACTIVITIES

Invite the business community to present a career night to give students and parents information about jobs. Send out a survey for parent job and/or craft skills. Ask parents to come to school to talk about or demonstrate these skills to the class. Ask students to write thank you letters to everyone who made presentations at school. This provides writing practice.

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TIME: 2 Hours

PLACE: School

JOBS: WORK IN THE WORLD

How to learn about jobs that others do

Purpose

Students improve reading skills while they learn about jobs and careers.

Teaching Tip

Show students how to meet people and give a firm handshake. Demonstrate how to listen to people and look them "in the eye." Show students how to take notes about what people have said so that these points can be remembered later.

Materials

Pencil, paper

Do Together

1. Read the teacher's job description, licensing requirements and how the teacher works with people.
2. Read the list of school staff to visit. Decide on people to interview.
3. Write a list of questions to ask during the interview. Include on the list: what people do, how long they have done their job, what training they needed, what experience they have.
4. Read your questions.
5. Interview a person and jot down answers to the questions.
6. Back in class read the answers.
7. Write the person you interviewed a thank you letter.

Did It Work?

Did the student learn from the interview?
Were all the questions answered during the interview?
Was a thank you note written?

More Ideas to Try in School

Have students interview classmates or older students who have jobs. Students make a list of questions to ask. Include: How did they get their jobs and what are they learning while doing them. Have students ask how reading is used in these jobs.

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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TIME: 2 Days, 20 Minutes each day

PLACE: Home

JOBS: WORK IN THE WORLD

How to learn about jobs that others do

Purpose

This activity helps students learn about paying jobs in the world.

Teaching Tip

Student learns about job choices by talking to people about jobs. Learning about careers can motivate a student to read more.

Materials

Pen, pencil, paper

Do Together

Day #1

1. Together decide on adults to interview about their current job or a job they have held.
2. Have the student write these questions on a piece of paper, leaving space to write the answers.

   What is done on the job?
   What training is needed?
   How long has the job been held?
   What tasks are part of the job? (Try to break the job into steps.)
   When is reading used on the job?
   What suggestions does the person have for jobs a student might do?

Day #2

1. Do the interview. Write the answers to the questions.
2. Read these together after the interview.

Did It Work?

Were you able to find the answers to your questions?
How many new things did you learn?
List these and read them together.

Now Try These Ideas (if you have time)

1. When you go out in the community, ask people about their jobs. Example: at the grocery store, in the library.
2. Read newspaper employment ads. Are there jobs listed that you would like to do?

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

JOBS: WORK IN THE WORLD

How to learn about jobs that others do

COMMUNICATION HOME #1

TIPS -- Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date_____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity? If so, list below:		
3. Tell the parent what you and the student did in the classroom as part of this learning activity.		
4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on. Date_____ Time_____		

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

JOBS: WORK IN THE WORLD

How to learn about jobs that others do

COMMUNICATION HOME #2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and their student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT.

Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent and student complete the learning activity?		
2. What did the parent and student like most about the activity? List below.		
3. What didn't they like? List below.		
4. Was the student able to find answers to questions about jobs?		
5. Did the student learn about new careers?		
6. What did the parent learn about the student by doing this activity? List below:		
7. What did the parent and student think would make this learning activity easier? List below:		

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MONEY

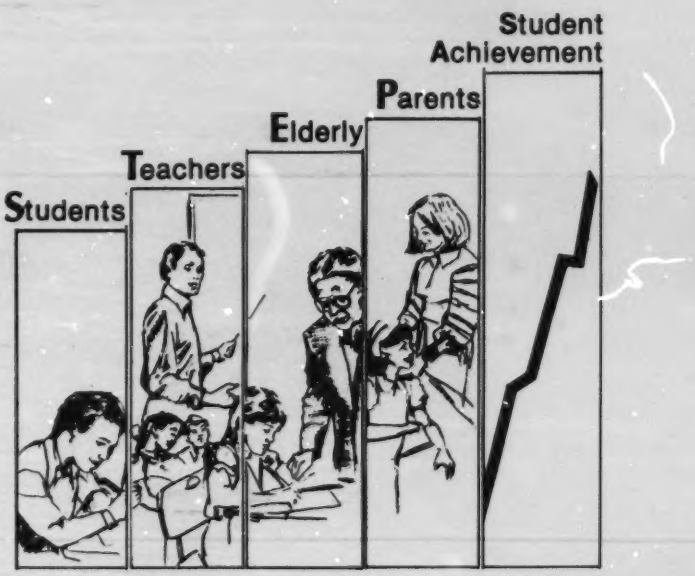
SUBJECT: This section is about MONEY.

PURPOSE: To teach students about handling money while improving reading skills.

1: How to compare prices and get the best buy. (SHOPPING AROUND)

2: How to learn to budget for daily costs (KNOW WHERE IT GOES)

3. How to stay within a budget for a special event (SPEND IT WISELY)



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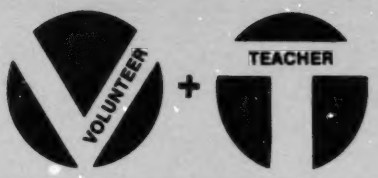

TIME: 20 Minutes **PLACE:** School

MONEY: SHOPPING AROUND
How to compare prices and get the best buy

Purpose

The volunteer works with students to compare and contrast prices. This is done by reading school catalogs as if to buy classroom supplies.

Give Volunteer

Student's phone number
Space to Work
Materials: school catalogs (to order supplies), pen, pencil, paper, school purchase order forms
A list of 3 items needed in the classroom. Examples: desk, map, pencils.

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked.

1. Was there good contact with parent?
2. Were all parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on parent comments and student needs.

MORE IDEAS FOR THE CLASSROOM

FOR PARENT CONFERENCES

Discuss the importance of making comparisons as a lifetime skill. Demonstrate to parents how this is needed in school work. Example: Show how comparing prices in newspaper ads helps to teach reading and increase math skills.

FOR PARENT/STUDENT ACTIVITIES

At an open house for parents, have students put prices on classroom materials and objects. Use school catalogs. Discuss what items the classroom needs for the year and ask if any of these can be donated.

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TIME: 2 Hours

PLACE: School

MONEY: SHOPPING AROUND
How to compare prices and get the best buy

Purpose

To encourage students to read more while doing comparison shopping.

Teaching Tip

Get all the materials together before beginning.
Use student suggestions and ideas while doing the activity.

Materials

School supply catalogs
Pens, pencils, paper
The grocery ad section of newspapers (bring from home)
Telephone directories (in school office)

Do Together

1. Volunteer lists 3 items needed in class. (Example: desk, map, pencils)
2. Student lists 3 items needed at home. (Example: record player, shoes, soccer ball)
3. Both of you guess the price of the items. Write these guesses on separate slips of paper. Hide them.
4. Discuss ways to find out the real price of an item. Examples: want ads, newspaper ads, yellow pages, asking friends and relatives, calling stores.
5. Tell student to obtain at least 2 prices for each item.
6. Decide where you would buy the items.
7. Compare the guesses with the real prices.

Did it Work?

Did you use enough sources to price the item?
Do you think you got the best product for the price?

More Ideas to Try in School (if there is time)

Take a tour around the school. See how other offices use order forms. Examples: library, kitchen, front office, physical education department.

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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TIME: 10 Minutes a night for 3 nights

PLACE: Home

MONEY: SHOPPING AROUND
How to compare prices and get the best buy

Purpose

This activity teaches comparison shopping and getting the best buy. It shows students how to save money.

Teaching Tip

To find the best buy, shop around by reading newspaper ads, asking friends, listening to the radio and TV. Use more than one information source to price each item.

Materials

Pen or pencils
Newspaper
Television or radio

Do Together

Day #1
You and your student list three items needed in the home. Price these items. If you have time, visit stores, read newspaper ads, go to garage sales together, etc.

Day #2
Show your student how to use the telephone book or yellow pages to call stores. Demonstrate how to use the phone and what questions to ask. Pretend you are a store employee and your student calls to ask about an item. This helps rehearse the real call.

Day #3
Use the chart your student brought from school. Together fill in the blanks.
Decide separately which items to buy and why. Discuss your decisions.

Did It Work?

Would you be happy with the items you both decided to buy?
Did you feel you chose the best product?
Did you stay within a price you can afford?

Now Try These Ideas

Ask neighbors, relatives and friends for ideas on how they shop for best buys.
Ask what deals other people have made when buying.
Share this way of shopping with a friend. Shop together and see if you can help each other.

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

MONEY: SHOPPING AROUND

How to compare prices and get the best buy

COMMUNICATION HOME #1

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date_____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity? If so, list below:		

3. Tell the parent what you and the student did in the classroom as part of this learning activity.

4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on.

Date_____ Time_____

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

MONEY: SHOPPING AROUND

How to compare prices and get the best buy

COMMUNICATION HOME #2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and their student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT.

Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent and student complete the learning activity?		
2. What did the parent and student like most about the activity? List below:		
3. What didn't they like? List below:		
4. Did the parent and student make a chart and price 3 items?		
5. Did the parent and student use several sources to price an item?		
6. Did they think they got a good buy on the product they chose?		
7. What did the parent and student think would make this activity easier? List below:		
8. What did the parents learn about their student by doing this activity? List below:		

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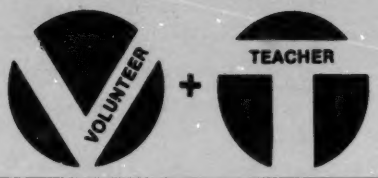

TIME: 20 Minutes **PLACE:** School

MONEY: KNOW WHERE IT GOES

(How to Learn to Budget for Daily Costs)

Purpose

The volunteer builds student reading skills while students learn to budget for school lunches.

Give Volunteer

1. Student's phone number
2. Space to work
3. A list of meals in the school cafeteria for the week
4. Books on health and nutrition
5. A list or chart on the five food groups
6. Materials: pen and pencils, paper

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked:

1. Was there good contact with parent?
2. Were all the parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on parent comments and student needs.

MORE IDEAS FOR THE CLASSROOM

FOR PARENT CONFERENCES

Discuss with parents the math and reading skills that a student needs to use newspaper ads to shop for food. Demonstrate how to help by making up imaginary menus and adding cost of items.

FOR PARENT/STUDENT ACTIVITIES

Have a potluck supper for students and parents:

- Ask each parent to bring a dish for under $5.00 to feed 4-6 people.
- Ask parents (with their students) to write out the recipe for the dish on a card for others to read. They should, if possible, also list the cost of each ingredient and total cost for the dish.
- Have students compile each recipe into a book to give every family in the class.

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TIME: 2 Hours

PLACE: School

MONEY: KNOW WHERE IT GOES
(How to Learn to Budget for Daily Costs)

Purpose

To help a student practice reading skills while doing an activity that teaches budgeting and shopping.

Teaching Tip

To make wise buying choices students need skills in math and reading. Through careful planning, a student can resist impulse buying, learn to eat better, and get more for the money.

Materials

Lunch money
Paper
Pencil
List of school lunches

Do Together

1. Read with the student the school lunch menu for the week.
2. Set up a budget of $5.00 a week or pretend you have $5.00 to spend. Decide how much money to spend for each lunch.
3. Decide what to eat each day. Remember to choose from each food group (meat, fish, eggs, cheese, milk, and vegetables) for a nutritious meal.

Did it Work?

Would you be satisfied with those lunches?
Are the lunches nutritious?
Did you get hungry soon after the meals or were you full?

More Ideas to Try in School

Think of how you can make money go further. Can you bring part of your lunch from home? Can you buy items that are cheaper that you never tried to eat before?

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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For your records, you may want to copy the next page before sending it home.

TIME: 3 Days, 20 Minutes per day

PLACE: Home

MONEY: KNOW WHERE IT GOES

(How to Learn to Budget for Daily Costs)

Purpose

This activity helps a student learn how to budget and to help shop for meals at home. The student will learn to read newspaper ads and plan meals.

Teaching Tips

Read the newspaper together and take your student grocery shopping. There are many things that you do daily which are helpful to students in learning how to budget and shop, activities which use reading and math skills.

Materials

Pen or pencil, paper
Newspaper ads
Budget for one dinner
A grocery store

Do Together

Day #1

Plan a dinner.
Make a budget and decide how much you will spend.
Make a menu for the meal.
List the food needed.

Day #2

Look for each item in the newspaper's advertised specials.
Check other specials the store is advertising. Can you use some of these to save money and substitute for items on your list? Make sure the meal is nutritionally balanced (meat, vegetables, etc.)
Stay within your budget.

Day #3

Check grocery bag items against the written grocery receipt. Are the prices on the items the same as those on the receipt. Make sure everything you purchased is in the bag.

Did It Work?

Did you buy what you needed and stay in the budget?
Were you able to prepare a tasty meal?
Did people enjoy the meal?

Now Try These Ideas (if there is time)

When you get home, file away the receipt. At the end of the month when you have the month's receipts, look at them together. Compare items that are the same. Did the prices go up or down?

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

MONEY: KNOW WHERE IT GOES

(How to Learn to Budget for Daily Costs)

COMMUNICATION HOME #1

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date_____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity? If so, list below:		
3. Tell the parent what you and the student did in the classroom as part of this learning activity.		
4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on. Date_____ Time_____		

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

MONEY: KNOW WHERE IT GOES

(How to Learn to Budget for Daily Costs)

COMMUNICATION HOME #2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and their student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT.

Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent ans student complete the learning activity?		
2. What did the parent and student like most about the activity? List below:		
3. What didn't they like? List below:		
4. Could they buy what they needed for the meal and stay within their budget?		
5. Were they able to prepare a tasty meal?		
6. Did everyone enjoy the meal?		
7. What did the parent and student think would make this activity easier? List below:		
8. What did the parents learn about their student by doing this activity? List below:		

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TIME: 20 Minutes **PLACE:** School

MONEY: SPEND IT WISELY

How to stay within a budget for a special event

Purpose

The volunteer works with students to improve reading skills and teach the use of budgets.

Give Volunteer

1. Student's home phone number
2. Space to work
3. Materials: Pens and pencils, paper, books on how to give parties
4. List: Stores where items for a party can be purchased
   Parties that the class can have
   Ways students can raise money for the party
   Dates to have the party

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked:

1. Was there good contact with parent?
2. Were all parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on parent comments and student needs.

MORE IDEAS FOR THE CLASSROOM

For Parent Conferences

Discuss with parents how they can help their students read more by using books appealing to interests such as sports, cars, clothes, etc.

For Parent/Student Activities

Hold an Open House for students and parents. Allow students to plan the activities and the refreshments. Give students a budget and ask them to make purchases to fit the budget.

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TIME: 2 Hours

PLACE: School

MONEY: SPEND IT WISELY

How to stay within a budget for a special event

Purpose

The student practices reading and learns to budget by giving a party for the class.

Teaching Tip

Students learn by doing things they like. By giving a party, students will budget, organize and compare costs while reading.

Materials

Teacher's list of possible parties, dates, ways to earn money.
Paper and pencil

Do Together

1. Decide what kind of party to give.
2. Use a calendar. Decide on the date.
3. Design and write invitations.
4. List ways to earn money. Examples: wash cars, bake sales, babysitting.
5. Set a budget. How much money will be spent?
6. Raise money.
7. Decide on menu. Write it.
8. List decorations.
9. Shop for the best buys in food and decorations.
10. Have the party and enjoy!

Did it Work?

Did you have the party? Were you able to stay in the budget you set? Do you think people enjoyed the party? Why?

More Ideas to Try in School

Consider how money can be earned by the class to donate to help others. Give a party for students in other grades or for teachers and school staff.

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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TIME: 3 Days. 20 Minutes each day

PLACE: Home

MONEY: SPEND IT WISELY

How to stay within a budget for a special event

Purpose

The student practices reading while planning a party and making a budget.

Teaching Tip

Choices need to be made about money. Learning to budget and manage money allows students to plan ahead for things they want or need.

Materials

Allowance or money earned from a job.
Paper, pencils.

Do Together

Day #1
Decide on a party to give at home. Examples: picnic, birthday, holiday events.
Look at a calendar. Choose a date.
List the people you want to invite.

Day #2
Decide how much money to spend.
Budget for food and decorations.
Write out your menu and invitations.

Day #3
Shop for food and decorations.
Cook, decorate, and have the party.

Did It Work?

Have you followed your plans: date, type of party, budget, menu?
Were you able to purchase what you wanted?
Did people attend?

Now Try These Ideas (if there is time)

Ask friends if they have given parties. Ask what they did and how they budgeted.
Have friends give you tips on how they plan parties.
Write these. Share your ideas with friends.
Go to the library and get books on how to give parties.
Read these. Jot down good ideas to use later.

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

MONEY: SPEND IT WISELY

How to stay within a budget for a special event

COMMUNICATION HOME #1

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date_____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity?		

3. Tell the parent what you and the student did in the classroom as part of this learning activity.

4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on.

Date_____ Time_____

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TIME: 5 Minutes

PLACE: Home to Home Phone Ca

MONEY: SPENDING IT WISELY

How to stay within a budget for a special event

COMMUNICATION HOME #2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT.

Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent and student complete the learning activity?		
2. What did the parent and student like most about the activity? List below:		
3. What didn't they like? List below:		
4. Did they follow their plans: date, type of party, budget and menu?		
5. Were they able to purchase what they wanted for the party?		
6. Did people attend and did they enjoy the party?		
7. What did the parent and student think would make this activity easier? List below:		
8. What did the parents learn about their student by doing this activity? List below:		

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HEALTH

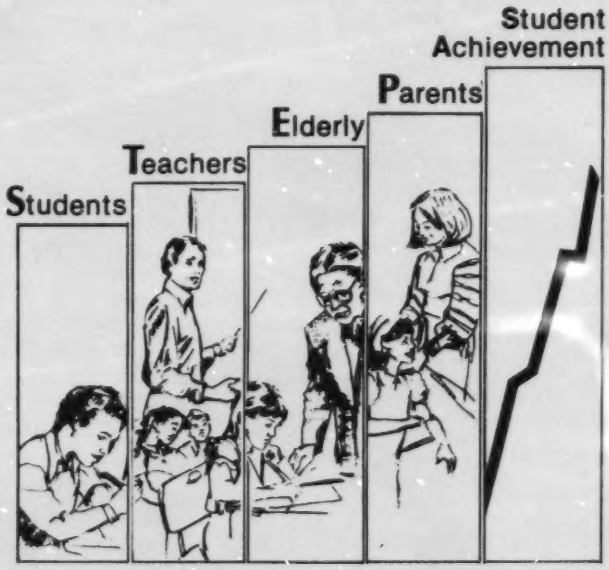
SUBJECT: This section is about HEALTH and SAFETY.

PURPOSE: To teach students to follow health and safety rules while improving reading skills.

1. How to learn about school and home safety rules (FOLLOW DIRECTIONS TO SAFETY)

2. How to escape in case of fire (HANDLING EMERGENCIES)

3. How to keep health records (GOOD FORM)



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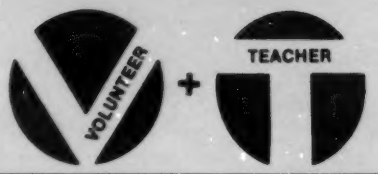
TIME: 20 Minutes



PLACE: School

HEALTH: FOLLOW DIRECTIONS TO SAFETY

How to learn about school and home safety rules

Purpose

Volunteer helps students improve reading skills while students learn school safety rules.

Give Volunteer

1. Student's home phone number
2. Space to work
3. Materials: pen, pencils, paper
4. List of school safety rules. Examples: Put trash in containers. No running. No fighting.
5. Compile at least 5 rules.

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked:

1. Was there good contact with parent?
2. Were all parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on the parent comments and student needs.

MORE IDEAS IN THE CLASSROOM

FOR PARENT CONFERENCES

Discuss how parents can work with students to follow both verbal and written directions. Students need to follow directions to complete jobs. Parents can help students follow directions when cooking at home or washing clothes, etc.

FOR PARENT/STUDENT ACTIVITIES

Provide an information bulletin board for parents. Post news on the board that parents need to know about the school and the community.

Invite a representative of the police department or poison control center to an evening parent meeting to talk about safety in the community and in the home.

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TIME: 2 Hours

PLACE: School

HEALTH: FOLLOW DIRECTIONS TO SAFETY
How to learn about school and home safety rules

Purpose

Students improve reading skills while working with school safety rules.

Teaching Tip

Discuss with the student the safety rules that you follow. These may be directions given to you on the job or rules you follow at home when cooking or using a new product.

Materials

Pen, pencils, paper, list of safety rules that the teacher has prepared.

Do Together

1. Read the list of school safety rules. If there is no official list, write a list of 5 rules.
2. Under each rule, write what the student thinks of it.
3. Discuss why the school thinks that this rule is important.
4. Discuss what happens if rules are not followed.
5. Write what the student would do differently in enforcing these rules.
6. List rules the student thinks the school should have.
7. Read all the lists aloud.

Did It Work?

Does the school have a list of rules and did you discuss them? If there is no list, did you write rules that you know are enforced?

More Ideas to Try in School

Interview teachers who have worked in other schools. Ask about rules in those schools. Compare them. Which do you like better? Does your school need some of these rules? Ask other students about the rules in their classrooms. Write these.

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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For your records, you may want to copy the next page before sending it home.

TIME: 2 Days, 30 minutes each day

PLACE: Home

HEALTH: FOLLOW DIRECTIONS TO SAFETY

How to learn about school and home safety rules

Purpose

Students improve reading skills while reading directions on articles and bottles around the house.

Teaching Tip

Tell student that when there is a new household product or machine in the house, you should read all the instructions and directions first. By doing this, you protect yourself and the new product from harm.

Materials

Pen, pencil, paper

Do Together

Day #1

Walk around the house and find at least 3 items used in cleaning the house. Write down names of the poisonous ones. Read the instructions on all of the items. Discuss whether they are used safely in your house.

Check to see that all poisons in your house are put in a secure place away from children and pets.

Day #2

Do the wash. Before putting clothes in the machine, read any instructions written on them. Are you doing what you're told? By following the written instructions from the manufacturer, your clothes will last longer.

Did It Work?

Did you read the labels and instructions in your house? Did you learn anything new? Talk about what you learned.

Now Try These Ideas (if there is time)

Read the instructions for using machines in your house. (Examples: TV, vacuum, washer, dryer) What do you need to do to keep them in good repair?

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

HEALTH: FOLLOW DIRECTIONS TO SAFETY

How to learn about school and home safety rules

COMMUNICATION HOME #1

TIPS -- Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date_____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity? If so, list below:		

3. Tell the parent what you and the student did in the classroom as part of this learning activity.

4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on.

Date_____ Time_____

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

HEALTH: FOLLOW DIRECTIONS TO SAFETY

How to learn about school and home safety rules

COMMUNICATION HOME #2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and their student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT.

Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent and student complete the learning activity?		
2. What did the parent and student like most about the activity? List below:		
3. What didn't they like? List below:		
4. Did you read the labels and machine instructions in your house?		
5. Did you learn anything new? List below:		
6. What did the parent and student think would make this learning activity easier? List below:		
7. What did the parents learn about their student by doing this activity? List below:		

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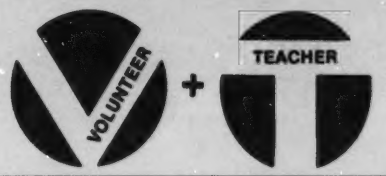
TIME: 20 Minutes



PLACE: School

HEALTH: HANDLING EMERGENCIES

How to escape in case of fire

Purpose

The volunteer helps students improve reading skills while students learn about fire safety and how to exit from buildings in case of an emergency.

Give Volunteer

1. Student's home phone number
2. Space to work
3. Materials: pen, pencils, paper
4. The exit plan from classroom
5. Any additional rules that the fire department has issued to the school.

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked:

1. Was there good contact with parent?
2. Were all the parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on parent comments and student needs.

MORE IDEAS IN THE CLASSROOM

FOR PARENT CONFERENCES

Talk to parents about why students need to read for safety. Explain how this is important while driving in a car, traveling on a bus or even sitting in a movie theater. Show how these reading activities reinforce school reading skills.

FOR PARENT/STUDENT ACTIVITIES

Explain why fire drills are required.

Invite representatives of the fire department to school.

Topics: how to exit from buildings, how to store flammables, how to help put out fires.

Set up a bulletin board for current articles about fire safety.

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TIME: 2 Hours

PLACE: School

HEALTH: HANDLING EMERGENCIES

How to escape in case of fire

Purpose

Students improve reading skills while they learn about fire safety and how to exit from buildings in case of emergency.

Teaching Tip

Discuss with students how to read for safety. Talk about locating fire exit signs and how to call the fire department.

Materials

Pen, pencils, paper, the school fire exit plan, any rules that the fire department has issued to the school.

Do Together

1. Read the list of rules. Discuss why these are important. If the school has no list, call the school fire safety person or front office to see if there are rules. Ask for a copy.
2. Read the directions that the school gives each teacher on how to exit from the building. Discuss why these exits have been chosen.
3. Talk to maintenance personnel and find out what they do to prevent fires. Write their prevention tips.

Did It Work?

Did the school have a list of fire regulations? If not, did you call the fire department for this?
Did the school have a diagram for how to leave the building?

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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For your records, you may want to copy the next page before sending it home.

TIME: 2 Days, 30 minutes each day

PLACE: Home

HEALTH: HANDLING EMERGENCIES
How to escape in case of fire

Purpose

Students practice reading skills while learning about fire safety and how to exit from buildings in case of an emergency.

Teaching Tip

Tell about your experiences in handling emergencies. Did you ever have to call the police or the fire department?

Materials

Pen, pencils, paper

Do Together

Day #1

Discuss whether areas in your house are fireproofed: (a) Is baking soda next to the stove to put on small fires? (b) Do you have fire extinguishers? If you do, read their instructions. (c) Are there smoke alarms in your house? If not, when in a store, price them. Read their instructions. Decide whether to purchase them for your home. (d) Do you have a rope ladder near a window in case exits to the stairs are blocked?

Check the phone book for the number for the fire department. Post this number in a handy place.

Day #2

Take a tour of your home or apartment. Draw a plan of each floor. marking the exits to each room and the best escape route outside in case of a fire. Have a practice fire drill and use the quickest route to safety from every room.

Did It Work?

Did you tour your home or apartment? Did you draw a floor plan to mark the exits? Did you post the number of the fire department?

Now Try These Ideas (if you have time)

Walk around the neighborhood to find nearby fire hydrants. Find the location of the fire station. Stop at the station to pick up printed materials. Take these home to read.

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

HEALTH: HANDLING EMERGENCIES

How to escape in case of fire

COMMUNICATION HOME #1

TIPS -- Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date_____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity? If so, list below:		

3. Tell the parent what you and the student did in the classroom as part of this learning activity.

4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on.

Date_____ Time_____

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

HEALTH: HANDLING EMERGENCIES

How to escape in case of fire

COMMUNICATION HOME #2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and their student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT.

Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent and student complete the learning activity?		
2. What did the parent and student like most about the activity? List below:		
3. What didn't they like? List below:		
4. Did you tour your home or apartment?		
5. Did you draw a floor plan to mark exits?		
6. Did you post the number of the fire department?		
7. What did the parent and student think would make this activity easier? List below:		
8. What did the parents learn about their student by doing this activity? List below:		

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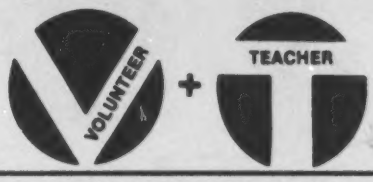
TIME: 20 Minutes



PLACE: School

HEALTH: GOOD FORM

How to keep health records

Purpose

Volunteer works to improve student reading skills while students learn about health and emergency forms required by the school.

Give Volunteer

1. Student's home phone number
2. Space to work
3. Materials: pen, pencils, paper
4. Health and emergency forms required by the school
5. List of immunizations needed by children and adolescents (see attached).

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked:

1. Was there good contact with parent?
2. Were all the parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on the parent comments and student needs.

MORE IDEAS FOR THE CLASSROOM

FOR PARENT CONFERENCES

Discuss how parents can help student fill out forms. Show parents forms the student filled out in school. Talk about how learning to read and fill out forms are important life skills.

FOR PARENT/STUDENT ACTIVITIES

Invite a doctor or nurse to class or to an evening meeting to discuss student immunizations.

Arrange for students to tour a local hospital.

List volunteer jobs students can apply for at hospitals and health organizations.

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IMMUNIZATION CHART

Approximate Age	Immunization
2 months; repeat at 4 months and 6 months	Diphtheria-pertussis (whooping cough)-Tetanus plus oral polio vaccine
12 months	Measles vaccine (or combined measles-mumps-rubella vaccine) Tuberculin test (and every year or 18 months thereafter)
12-24 months	Rubella vaccine; mumps vaccine (if not given in combination with measles vaccine)
18 months	Diphtheria-pertussis-tetanus booster Oral polio booster
4-6 years	Diphtheria-pertussis-tetanus booster Oral polio booster
14-16 years	Diphtheria-tetanus booster
Thereafter	Diphtheria-tetanus booster every 10 years

TIME: 2 Hours

PLACE: School

HEALTH: GOOD FORMS

How to keep health records

Purpose

Students improve reading skills while they learn how to complete school health and emergency forms.

Teaching Tip

Discuss the kinds of forms that you have to fill out. Did schools have forms when you were a child? What forms do you fill out on a job?

Materials

List of immunizations needed by children and adolescents (see attached), school emergency and health forms, pencil and paper, dictionary or medical reference book.

Do Together

1. Read the list of immunizations.
2. Ask student to copy this list so it can be taken home.
3. Use a dictionary as reference book to look up the diseases and immunizations.
4. Read school health and emergency forms. If possible, fill in these forms.

Did It Work?

Were the forms available and did the student fill them out?
Was the list of immunizations copied and taken home?
Did the student check the reference book?

More Ideas to Try in School

Visit different offices in school to pick up forms for the use of students or school personnel. Ask for copies of these forms so you can study them. Some of these forms may be for health purposes and others may be for permission to leave school.

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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For your records, you may want to copy the next page before sending it home.

TIME: 3 Days, 20 minutes a day

PLACE: Home

HEALTH: GOOD FORMS
How to keep health records

Purpose

Students practice reading while learning about their personal health history. They learn about their own childhood diseases and immunizations.

Teaching Tips

Gather family health information in one place. This is useful in case of an emergency, and it helps students learn about health care in general.

Materials

Pencil, paper, folder or file box, records from the doctor's office, doctor's phone number

Do Together

Day #1
Find any health records you already have at home. If you do not have records, call the doctor and ask to pick them up or to have them sent. Read the list of immunizations attached. Do you have all the immunizations that you need? If not, schedule an appointment to get them.

Day #2
Read your health records and put them in order, starting with the oldest record first. Write down all the immunizations that you have had.

Day #3
Make a health notebook. Start by listing the childhood diseases you had, and the ages you had them. Write a short description of each disease. If you can remember how you felt, write this too.

Now you have a record or the start of one. When you get a school health form, it will be easier to fill out.

Did It Work?

Were you able to locate your health records?
Was the doctor willing to send your records to you?
Have you started to compile a health record?

Now Try These Ideas (if there is time)

Call your dentist to get your dental records. Call the eye doctor for records. If you have not had your teeth or eyes checked recently, make appointments. Help other family members start their own health record books.

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

HEALTH: GOOD FORMS

How to keep health records

COMMUNICATION HOME #1

TIPS -- Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date_____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity? If so, list below:		
3. Tell the parent what you and the student did in the classroom as part of this learning activity.		
4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on. Date_____ Time_____		

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

HEALTH: GOOD FORMS

How to keep health records

COMMUNICATION HOME #2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and their student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT

Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent and student complete the learning activity?		
2. What did the parent and student like most about the activity? List below:		
3. What didn't they like? List below:		
4. Did the family locate the student health records?		
5. Did they contact the doctor and receive medical records?		
6. Did they start to compile a health record notebook?		
7. What did the parent and student think would make this activity easier? List below:		
8. What did the parents learn about their student by doing this activity? List below:		

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FRIENDS

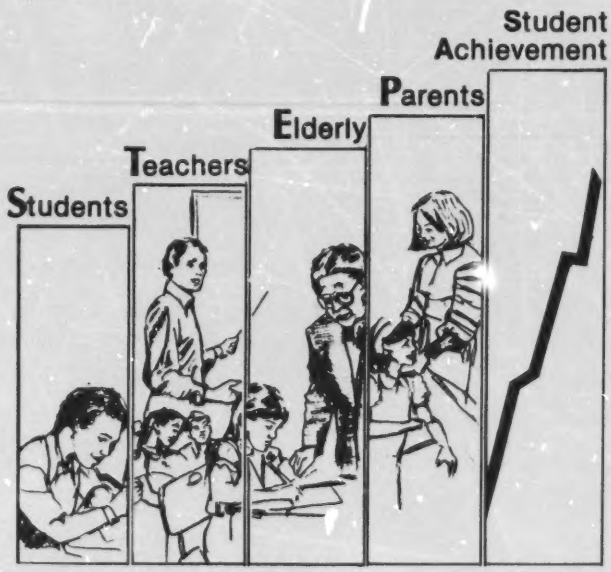
SUBJECT: This section is about FRIENDS.

PURPOSE: To teach students about helping others while improving reading skills.

1. How to be friendly and send greetings (A WAY TO BE NICE)

2. How to babysit younger children (HELP FOR BUSY PARENTS)

3. How to learn about ways that citizens help each other (THOSE WHO HELP)



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TIME: 20 Minutes

PLACE: School

FRIENDS: A WAY TO BE NICE

How to be friendly and send greetings

Purpose

Volunteer helps improve students' reading while students practice being friendly.

Give Volunteer

1. Student's home phone number
2. Space to work
3. Materials: Paper, collage materials, magic markers, pens, pencils
4. Books on poetry (at student reading level)
5. List of people to whom a student might send greetings

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked:

1. Was there good contact with parent?
2. Were all parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on parent comments and student needs.

MORE IDEAS FOR THE CLASSROOM

FOR PARENT CONFERENCES

Before a parent conference, send a positive note home about the student's behavior and work. This is called a "happy gram" or "glad note."

FOR PARENT/STUDENT ACTIVITIES

Have people who work with the elderly come to the class to talk about their jobs.

Set up a way for students to volunteer in hospitals or nursing homes.

Feature a family of the week in the classroom. Have students bring pictures and write short articles about their families to put under the pictures.

Send a welcome packet to new parents in your class. Put in the school phone number and information about the PTA, your class and yourself.

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TIME: 2 Hours

PLACE: School

FRIENDS: A WAY TO BE NICE

How to be friendly and send greetings

Purpose

Students practice reading while they make greeting cards.

Teaching Tip

Discuss with students what makes them feel good. Ask students to recall what others do to make them happy. Do they receive greeting cards? Do teachers or relatives give them compliments?

Materials

Paper, materials for collage, magic markers, pens, pencils, books on poetry, sample greeting cards from stores (use old ones or go to a store to look at those on the shelves).

Do Together

1. Read greeting cards
2. Make a list of people to be sent greeting cards.
3. Read and compare the student list with the teacher list.
4. Design cards and write messages inside. (Use poetry--from a book or the student's own--for the inside of the card.)
5. Send the card.

Did It Work?

Did you feel good giving the card to another person?
Did the person seem happy?
Were there enough art materials to make the card?
How many poems did you read?

More Ideas to Try in School

Visit the library together and find books on helping people. Have the student choose one and read it with you. Ask the student to interview teachers and other students in school about how they help others or others help them. Together write what was said. Encourage the student to share these at home.

Volunteer Do with the Parent

1. Make first phone call as soon as activity is sent home and fill out first questionnaire.
2. Make second call and fill out second questionnaire.

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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TIME: 3 Days, 20 minutes each day

PLACE: Home

FRIENDS: A WAY TO BE NICE

How to be friendly and send greetings

Purpose

This activity shows students that their thoughtfulness can bring happiness to others.

Teaching Tip

Making birthday cards, get well cards or "thinking of you" cards provides practice in reading and writing. Give these cards to older people in hospitals and nursing homes.

Materials

Paper (white or color), magic markers, pens or pencils scrap materials.

Do Together

Day #1

List the people you think would like to receive a greeting card. These might be relatives, neighbors, friends. Read this list.
List hospitals or nursing homes. If necessary, look these up in the yellow pages. Write the places nearest your home. Read these.
List greetings that you might put on the card: "Happy Birthday," "Get Well Soon," "We Miss You!"

Day #2

Decide on people who will receive your greetings.
Fold a piece of paper in half. Decorate the outside.
Write a greeting inside.
Send this card.

Day #3

Decide on an older person to visit. It might be someone you know in a hospital or nursing home.
Design a card to take along. Make the visit. Stay for awhile and talk.

Did It Work?

Did you send the cards?
Did those receiving the cards say they liked them?
Did you meet new people? Were you able to cheer them up?

Now Try These Ideas

Read the newspaper to find articles about people helping people.
Go to a drugstore or card shop to read different cards. Count the many ways those cards say "get well."

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

FRIENDS: A WAY TO BE NICE

How to be friendly and send greetings

COMMUNICATION HOME #1

TIPS -- Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity? If so, list below:		

3. Tell the parent what you and the student did in the classroom as part of this learning activity.

4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on.

Date _____ Time _____

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TIME: 5 Minutes

PLACE: Home to Home Phone Ca

FRIENDS: A WAY TO BE NICE

How to be friendly and send greetings

COMMUNICATION HOME # 2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and their student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT.

Date _____

ASK THESE QUESTION AND WRITE THE ANSWERS	YES	NO
1. Did the parent and student complete the learning activity?		
2. What did the parent and student like most about the activity? List below:		
3. What didn't they like? List below:		
4. Did the student send a card?		
5. Did the persons receiving the card say they liked it?		
6. Did the student meet someone new?		
7. What did the parent and student think would make this activity easier? List below:		
8. What did the parents learn about their student by doing this activity? List below:		

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TIME: 20 Minutes

PLACE: School

FRIENDS: HELP FOR BUSY PARENTS

How to babysit younger children

Purpose

Volunteer improves students' reading skills while teaching them how to work with younger children.

Give Volunteer

1. Student's home phone number
2. Space to work
3. Materials: paper, pen, pencil
4. Articles and books on parenting
5. Books and pamphlets on babysitting
6. A list of younger children who need extra help with their school work or who need after-school childcare.

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked:

1. Was there good contact with parent?
2. Were all parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on parent comments and student needs.

MORE IDEAS FOR THE CLASSROOM

FOR PARENT CONFERENCES

Tell parent that reading can be improved when students read to younger children.
Describe how caring for younger children makes students more self-disciplined.

FOR PARENT/STUDENT ACTIVITIES

Set up a way (such as a story hour) that children can read to younger children in the school.
Invite an early childhood teacher to the class to talk about young children.
Find out about setting up an afterschool daycare program for children in the school. Talk about this with other teachers.

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TIME: 2 Hours

PLACE: School

FRIENDS: HELP FOR BUSY PARENTS
How to babysit younger children

Purpose

Students practice reading skills while they read to younger children.

Teaching Tip

Talk with students about what you have done with children when taking care of them: What's important for a child's safety? What do children like to do? What can be done to help children learn?

Materials

Paper, pencils
Books and articles on parenting
Books and pamphlets on babysitting
Younger children who need help

Do Together

1. Read the teacher's list of children's names. Decide on a child to help.
2. Write a list of activities to do with the child. Include the ideas the teacher gives you and the books that are recommended.
3. Try some of the activities in the books.
4. Get together with the child. Find out the child's interests.
5. Arrange times the student can work alone with the child in the class.

Did It Work?

Did the student learn new skills useful in working with others?

Did the student feel good helping others?

More Ideas To Try In School

Set up a way for the student to be tutored by an even older student. Afterwards discuss what the older student did to help. What did your student like? Dislike?

Visit special programs in the school: Resource programs, teachers tutoring after school, etc.

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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TIME: 3 Days, 20 minutes each day

PLACE: Home

FRIENDS: HELP FOR BUSY PARENTS

How to babysit younger children

Purpose

This activity improves reading skills for students who babysit for younger children at home and in the neighborhood. There is more to childcare than just staying with a child.

Teaching Tip

Describe games you learned as a child. Talk about what your parents did to help you learn how to take care of children.

Materials

Books to read to a child
Notebook or pad
Pencil
Telephone numbers for emergencies

Do Together

Day #1
Discuss how to handle emergencies. Show how to find the fire and police phone numbers. Write these. Add other emergency numbers as needed. Example: hospital and poison control center.
Talk with student about what needs to be done when babysitting.

Day #2
Talk about discipline. Together write a list of household cautions.
Example: (1) Always hold a young child's hand when crossing the street.
(2) Keep the young child away from the hot stove.
Make list of games to play, books to read, snacks to eat. Remind your student to clean up after fixing food.

Day #3
Find a parent to help and a child to babysit.
Try out the information and activities learned in days #1 and #2.

Did It Work?

Was the student able to babysit?
Did the student keep the young child happy and interested?
Was the student able to handle emergencies?

Now Try These Ideas

Tell neighbors and friends that the student is available to babysit.
Ask the student to compare sitting for two children. Did some activities work with one child and not with another?
Bring home books from the library on childcare and first aid. Read these with your student.

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TIME: 5 Minutes

PLACE: Home to Home Phone Ca

FRIENDS: HELP FOR BUSY PARENTS

How to babysit younger children

COMMUNICATION HOME #1

TIPS -- Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date_____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity? If so, list below:		

3. Tell the parent what you and the student did in the classroom as part of this learning activity.

4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on.

Date_____ Time_____

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

FRIENDS: HELP FOR BUSY PARENTS

How to babysit younger children

COMMUNICATION HOME #2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and their student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT.

Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent and student complete the learning activity?		
2. What did the parent and student like most about the activity? List below:		
3. What didn't they like? List below:		
4. Did the student babysit?		
5. Was the student able to keep the young child happy?		
6. Did your student enjoy the experience?		
7. What did the parent and student think would make this activity easier? List below:		
8. What did the parents learn about their student by doing this activity? List below:		

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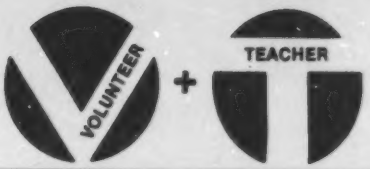
TIME: 20 Minutes



PLACE: School

FRIENDS: THOSE WHO HELP

How to learn about ways that citizens help each other

Purpose

Volunteer works with students to improve their reading skills while they use newspapers and magazines to read about the good work of others.

Give Volunteer

1. Student's home phone number
2. Space to work
3. Materials: newspapers, magazines, paper, pencil
4. Provide books on famous people who helped their country and other people. Example: Martin Luther King, Abraham Lincoln, Sally Ride.

Help Volunteer Evaluate Use of the Learning Recipes

When both communication sheets have been completed by volunteer, review parent answers to the questions asked:

1. Was there good contact with parent?
2. Were all parent questions answered?
3. Did the family do the learning activity?

Together decide how to extend the learning activity based on parent comments and student needs.

MORE IDEAS FOR THE CLASSROOM

FOR PARENT CONFERENCES

Give parents a list of several books about famous people to read with the student. Explain to parents that students need role models. Talk about how reading the newspaper can interest students in reading for news. Encourage parents to pick subjects the students may already be interested in such as sports, movies, etc.

FOR PARENT/STUDENT ACTIVITIES

Post on the class bulletin board articles about people helping others. Invite speakers to class to talk about community service agencies and to encourage students to volunteer. Have a Help Your School Day. Parents, students and community people come to school to do needed work such as painting, gardening, and repairing equipment.

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TIME: 2 Hours

PLACE: School

FRIENDS: THOSE WHO HELP

How to learn about ways that citizens help each other

Purpose

Student improves reading skills while reading newspapers and magazines to find articles about people helping people.

Teaching Tip

Students learn more easily when they have examples they are familiar with. Tell students about how you have helped people in your community.

Materials

Colored paper, magic markers, glue, newspapers, magazines, scissors

Do Together

1. Read a newspaper article about a good deed. Look at the books the teacher provided.
2. Talk about people who have helped the school recently. (Don't be modest. Tell about volunteer work.)
3. Ask the student to write a list of things that could be done to help in the classroom or to help another person in school.
4. Ask the student to perform one of these "good deeds."

Did It Work?

Did the student think of good things that happened in school?

Did the student do a "good deed?"

More Ideas To Try in School

Ask the student to think of things that the class can do for others.
Go with the student to interview some adults in the school to see how they volunteer their time to organizations.
Talk about activities the student might do outside of school as a volunteer. Write these.

Next Steps

1. Send home learning activity which you find on the next page.
2. Call parents a day after this activity is given to the student. Use Communication Home #1 as a guide.
3. Call parents again in three days. Use Communication Home #2 as a guide.

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For your records, you may want to copy the next page before sending it home.

TIME: 3 Days, 20 minutes each day

PLACE: Home

FRIENDS: THOSE WHO HELP

How to learn about ways that citizens help each other

Purpose

Students learn to read better by finding articles on how citizens help each other.

Teaching Tip

Talk with students about what people can do to help others. This provides an important model. Students become aware of how they help others.

Materials

Radio, television, newspaper, scissors, glue, paper, pencil

Do Together

Day #1
Read the daily newspaper. Look for and cut out articles on how individuals or groups have helped people. Examples: How some rescued a person from a fire or stopped a robbery. How foster parents take care of children.

Day #2
Listen to the radio or television. Write down news items about people helping people. Read these to the family at dinner.

Day #3
Compile a scrap book with stories of people doing good deeds from newspapers, magazines, TV and radio. On the last page of the book, write what you can do to help your family or to help a neighbor.

Did It Work?

Were newspaper and magazine articles found? Did television and radio shows tell about people and good deeds? Can you name people you know who are helpful to others?

Now Try These Ideas (if there is time)

Ask family members how they have helped others.
Ask a friend how they know when they have really helped someone.

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TIME: 5 Minutes

PLACE: Home to Home Phone Call

FRIENDS: THOSE WHO HELP

How to learn about ways that citizens help each other

COMMUNICATION HOME #1

TIPS -- Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and the student did that were fun and that worked. Mention all the good things that the student did.

FIRST PHONE CALL WHEN THE LEARNING ACTIVITY IS SENT HOME Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent receive the learning activity?		
2. Does the parent have any questions about the activity? If so, list below:		

3. Tell the parent what you and the student did in the classroom as part of this learning activity.

4. Tell the parent when you will be calling back to talk about the completion of the learning activity. Write down the time you both agree on.

Date _____ Time _____

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TIME: 5 Minutes

PLACE: Home to Home Phone

FRIENDS: THOSE WHO HELP

How to learn about ways that citizens help each other

COMMUNICATION HOME # 2

TIPS: Remember When Talking to Parents

Be positive and cheerful.
Talk about things that you and their student did that were fun and that worked. Mention all the good things that the student did.

SECOND PHONE CALL AFTER THE LEARNING ACTIVITY IS DONE BY PARENT AND STUDENT.

Date _____

ASK THESE QUESTIONS AND WRITE THE ANSWERS	YES	NO
1. Did the parent and student complete the learning activity?		
2. What did the parent and student like most about the activity? List below:		
3. What didn't they like? List below:		
4. Were you able to locate articles in newspapers and magazines about people who help others? List below:		
5. Did you and your student hear stories on the radio or TV news about people who helped others?		
6. Did you make a list of these and read them to the family?		
7. What did the parent and student think would make this activity easier? List below:		
8. What did the parents learn about their student by doing this activity? List below:		

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Notes About the Work of the Home and School Institute

Research starting in the mid 1960s made a dramatic rediscovery—the power of the family.

Over the last two decades The Home and School Institute has developed pioneering, practical programs to unite the educational forces of the home, the school, and the community on behalf of children's learning.

The Institute's aim is to provide practical self-help and community approaches to build student achievement and family life. This has built new constituencies for the schools and has led to the development of teacher and parent training programs, educational materials and demonstration projects.

The goal of the Institute is to help families and schools prepare young people for success in school and later life. HSI seeks to reach families wherever they live and work through schools, community organizations, businesses, shopping centers and places of employment.

Among HSI training programs are: The Modern Family and the School; Improving Children's Self-Discipline; Parenting Around the World; Adolescence: Innovative Home-School Approaches; Home School Partnership for Stimulating the Exceptional Child; Gifted and Talented/Learning Disabled; Managing School-Community Relations; Computers and Home-School Learning; Educational Research into Action. Home Reinforcement for Children's Learning.

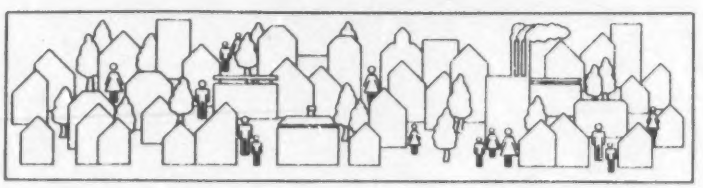
HSI has taken steps to provide practical in-service programs for professionals working with families. HSI is initiating, in fall 1983, flexible one and two day recertification training programs on-site for schools and agencies. These programs prepare professionals to work positively with families in transition, single parents, and two parent working families.

HSI educational publications include: 101 Activities for More Effective School-Community Involvement; The Three R's Plus, Take Homes, Families Learning Together, Bright Idea, Job Success Begins at Home, Special Solutions.

HSI believes: Fulfilling a child's potential is a family's achievement, a community's strength, a nation's security.

HSI *Senior Strategies* Staff, Consultants, Cooperating Individuals and Groups

Curriculum Design
Nancy Harter and Dorothy Rich
Project Coordination
Albert Law
Teacher and Volunteer Training
Sandra Coates
Field Test Coordination and Evaluation
James Van Dien
Office Administration
Martha Stock



The Home and School Institute expresses appreciation to:

Senior citizens and Staff of Barney Senior Center, The District of Columbia
Elizabeth Brook-Evans and *Brenda Reynolds*
District of Columbia Public Schools: Hamilton, Hine, Paul, Terrell
American Association of Retired Persons
U.S. Department of Education
Vicky Ware, Project Officer

This project was supported by the U.S. Department of Education, Grant Number G008200397

Teachers, Seniors and Parents speak--

"What I like about this program is that I am able to give children the attention they need."

"One parent told me that her child is talking and talking about learning 'recipes.' He never used to talk about homework at all."

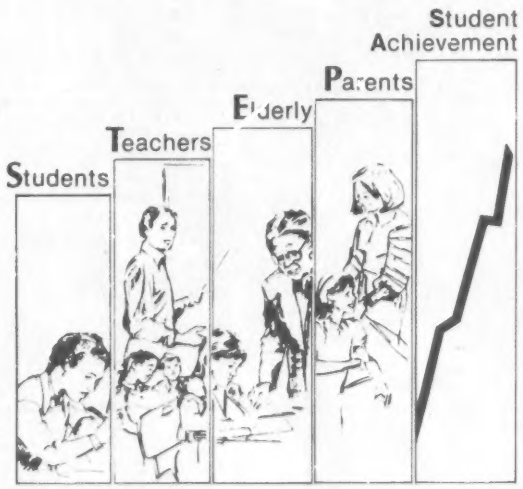
"I took my young student to the store. The 'recipe' was about making budgets. So I took her to see what we could buy at the store."

"One thing I have with these kids is patience. We sit together, write together, read together."

"What this program does for seniors is allow them to give of themselves to the community. They love it and want to do more."

The STEP PROGRAM gives...

Teachers - an extra pair of hands in the classroom.
Students - an extra adult to learn from.
Families - an extra person to depend on.
Senior Volunteers - an extra interest in life and learning.
Administrators - an extra constituency to support the work of the school.



The goal of the Home and School Institute is to strengthen family, school and community life. Its work is based on research on how children achieve and families succeed. HSI programs connect families, children, and teachers to build achievement.

For more information about the **Home and School Institute** and its programs and materials, write or call,

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